

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

B W. MAPLES, EDITOR OF THIS NUMBER.

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THE WAR.

OUR country is now in the midst of one of the worst wars which have ever cursed humanity. All branches of trade,—all departments of industry, all classes of people are affected by it—the many injuriously, the few beneficially. The causes of the war are too well known to be here discussed—its effects will be best known in the future. But the progress of events is, and will be watched with the closest attention and the deepest interest. Let us, as teachers, look at it in its bearings upon our profession; let us see if it has not an interest when viewed from an educational stand-point.

In the matter of education, the contending parties widely differ. The North, as a whole, is intelligent, self-reliant, accustomed to observe, think, and decide for itself. No man is so pure that northern men entirely confide in him, no one so talented that they do not criticise and often severely censure him. In brief, the North has a public opinion, and each individual has and can give a reason for his own conduct. The opinions of other men, if referred to, are quoted as collateral to another's belief, not as the foundation of it. Each northern citizen combines in his own person,

the legislative, the judicial and the executive, and an appeal from either must, if allowed, have very strong and conclusive grounds. Such being the case, no man or class of men, can be an *author* of northern public opinion, but simply a promoter of, or a check upon it.

In the South, the case is different. The wealth is possessed and the political and social influence wielded by the few, and to these the many are accustomed to defer, to look for guidance in thought and action. The leading spirits create, foster, destroy, do as they please with or without the consent of the masses, who are rarely consulted. or, if consulted, are little heeded when their counsels do not coincide with the pre-determined course of the leaders.

In the North, the schools are free to all, and every individual may possess a common school education with the opportunity of such further culture as his means will allow, and of which disposition prompts him to avail himself. In the South there is no *system* of public schools, while the colleges and higher seminaries are in reach only of the favored few. This truth must therefore be self-evident, in the present war the balance of education and intelligence is decidedly on the side of the North.

But the North and South put their (mentally) best men in the positions of trust and influence. Between such there may be little choice, but in the materials on which to work, the North has an advantage that can hardly be over-estimated; other things being equal, the result could not be doubtful—with its other advantages of money, men, &c., the North will be victorious, not only certainly but *speedily*.

Then, in the flush of victory, in the hour of triumph, let the North acknowledge that to her system of education she owes much for the success she has achieved in the cause of human freedom, and ever remember to cherish the common school—the influence of which is to develop and bring into action all that is noble and admirable in man.

"DO RIGHT."

THIS direction is conspicuously displayed in very many school-rooms, and many teachers refer to it as the only regulation in their schools, the sole basis of discipline, the criterion of punishment for all offenses committed. The adoption of this rule is explained by saying that there is no violation of the proprieties of the school-room unless this rule is violated; that it reserves to the teacher an entire discretion as to penalties to be inflicted; that it is so simple that any pupil can understand it. All these statements may be correct, yet there is a difficulty somewhere. The operations of this law do not justify the expectations raised by the theory. Some strictures upon it may be made as follows:

1. When a pupil has rendered himself liable to reproof or punishment, it is essential to a beneficial result, from such discipline, that the pupil know in what he has done wrong, and that his punishment is necessary; and no pupil should ever be punished until he thoroughly knows the reason why. The opinion of the teacher is that the child *did* know; the child declares he did *not* know his act was a wrong one. The opinion must be erroneous or the assertion false, so that the pupil may be unjustly punished, or escape deserved punishment.

Admit here, although not altogether in place, an earnest protest against the method adopted by far too many teachers, of first convincing a child that he has been guilty of misconduct, and then punishing him for it. Let the act be what it may, if ignorantly committed, it should not be followed by a penalty, unless the ignorance itself is clearly culpable. I am perfectly aware that this statement can not be applied to the affairs of ordinary life, but claim for the *child* a lenity which we could not exercise towards the mature *man*.

2. Punishment should be graduated, not so much by the nature of the offense as by the circumstances attending its

commission. "Do Right" is, in this particular, just the rule, but the *teacher* is the one to be guided by it.

3. The chief reason urged for the adoption of "Do Right" as the sole rule for the school-room, is its supposed *simplicity*—its *want* of simplicity is the chief reason why it should not be adopted. It is the province of the teacher to inculcate right principles—to teach to *know*, as well as *do* the right. It is difficult for a teacher to ascertain what amount of judgment a child has. The powers of the child are usually much over-rated, and too much is demanded of him. He is often expected to correctly decide questions which have received the careful attention of the ablest minds, and are still unsettled. It would be folly to expect a child of six years to solve a difficult arithmetical problem, it is equal folly to expect him to know whether whispering, playing, moving in his seat, &c., are right or wrong, until he has learned it by precept or observation. "Do right," gives him no information—has no meaning unless accompanied by an interpretation.

The pupil, therefore, must first be taught to distinguish between right and wrong, and to aid him in doing this, a *system of rules* will be found convenient, if not necessary.

THE STUDY OF ENGLISH CLASSICS.

It is within the province of the Journal to point out and develop the instruments and methods by which a broader and more generous culture may be the possession of every teacher. To call attention to this subject, and more particularly to a means which has received but little attention, will be our present endeavor. We need to say nothing on the benefit and absolute necessity of a liberal education to every teacher, as these are conceded points. But while great and due attention has been given that all the best methods of instruction and government should be imparted to every teacher, and a cry has gone through the land against ignorance in these matters, we have had no equal outcry against

as great an evil,—the low standard of scholarship which prevails among the teachers of this country. The establishment of Normal Schools, &c., has been the only great move made. Of general remarks there have been plenty, but little has been done if we consider what ought to have been done. One needs only to take an average of the acquirements of those within his personal observation, to see the meagerness of the general acquirements. Whoever has had an opportunity to study the statistics of European education, or even has read the second volume of this Journal in which that subject is somewhat discussed, can not fail to see that we are deplorably behind the continental teachers. Even now, improved as we are over twenty years ago, the majority of teachers, taking the country throughout, are not even thoroughly grounded in the elementary branches. Still the idea has not fully grasped the public mind that it is a miserable and short sighted policy, to think that a man needs only what will enable him to go through his daily round of instruction. He needs to be a man in and beyond his profession; with not the culture of a teacher only, but that of a man to whom all knowledge is an unsealed book. For a teacher has special need of such a culture and reaps especial advantages from it.

The present is preëminently the age of eclecticism. From every subject, however abstruse or however common-place, additions are being made to the sum total of human knowledge. The human mind seems to have become gifted with the power of Ithuriel's spear. Whatever it touches, the latent light of knowledge breaks forth and new and wonderful things stand revealed. And the still happier characteristic of the age is that all this light is brought to a focus and sheds a revealing radiance over the broad fields of man's knowledge, even to their dim boundaries, and shows the hidden connection which links all science and art and learning together. Facts do not stand alone, but bear upon one another. The teacher, of all others, gains a new power by this, and consequently should know not only what he would teach, but every thing collateral and as much that is beyond

as he can. These collaterals include all the sciences and arts and much of all learning. There is no limit of what he should acquire but opportunity.

The great profit which arises from the study of classics has been a recognized fact for hundreds of years, and it is a part of every system of liberal education. This is consequent on their nature,—a classic implying an author of the highest rank in whom power of thought and elegance of style are combined. In the first place thought is prolific and engenders thought. We presume that all have noticed that the essential difference in books is in suggestiveness. The great fault and power to do harm in periodical literature and what goes under the name of light reading lies in their being in such a form and in being so easy to read. This can not be the case with classics. No one can read Bacon's Essays as he does the last Monthly. They compel reflection for they are full of the seeds of things. Simple contact with such minds is strengthening and vivifying. They lead us into such far reaching trains of thought, and such profound depths of reflection as without their aid we could never attain to, and which are thenceforth followed with ease. As Peter was borne up by his Master and enabled to walk the sea with him, so we are borne by the great masters of thought into heights and depths where unaided we would sink powerless, and are quickened into a strength which enables us to carry further their daring flights. The school boy knows and demonstrates what a few years ago tasked the most powerful minds, and was received by the world with admiring wonder. To every one who reads, their *ultima thule* becomes the starting point, and their strength is transfused into his veins. We further have in the study of their style the only method of learning the use of language. Grammar and Dictionary will not make us master of it. It might as well be expected to know the power and construction of the body from seeing the dry bones and disjointed fragments,—in both cases the charm of life and the highest of all beauties, that of perfect adaptation and use would be wanting. The art of word painting is no more to be learned thus than painting can be

from the mere knowledge of pigments. Nor can we fail to reap this advantage, as it is an essential in a classic to possess beauty of style. The lack of this debars many an author from an envied rank. Words, though necessary conveyers of thought, are subordinate to thoughts and so is style to matter. But there are not instances wanting where both are combined and set each other forth, as a brilliant mind and handsome body do the man. The blades of Damascus were the keener for the elaborate working of the metal which gave them their famous beauty.

It seems hardly necessary that we should argue the existence of English Classics, and yet their existence, if known, is generally ignored. Common parlance limits the term to ancient writers. Our own great authors are not so considered, and rarely receive the study which they claim as being a source of instruction as well as amusement. The merest superficial reading is all they receive, while to Latin and Greek years of hard study are cheerfully given. While we do not quarrel with this, we must regard it as poor honor to a literature unsurpassed by any, either ancient or modern. The English have always been thinkers, striving with much of their rude physical vigor to enlarge the boundaries of their knowledge. With what subject of science or of art of philosophy or of learning, have they not grappled. How many beautiful and sublime utterances have gone up from every field of thought, while wars and commotions the most antagonistic to mental progress and triumphs shook their little isle to its centre. They have wrestled often in the dark, with mental and moral truths, until like Jacob of old, they received the blessing. The Greeks, who are their greatest rivals, never penetrated so far into theological and metaphysical subjects which were the favorite studies of both.

The Greeks were a nation of speakers. Winged words were their delight and many of the most valuable remnants of their philosophy were only saved to us by being most fortunately written from memory. No nation was ever so grievously afflicted with the "*cacoethis scribendi*" as the English. For this reason the extent and voluminousness of

our literature is unequalled and much is undoubtedly sad stuff, despite all the chaff, however, we get the grain. We confess to a great liking for old books, the mellowing and softening influence of age makes the idea of construction foreign to the phrase. Every sentence comes into our minds, not in separate words, but blended in one whole. Sometimes the style is a little quaint and obsolete; but that in itself has a charm which pert vivacity, and novel whimsicalities can never possess. How many budding thoughts and flowers of fancy are pressed and laid away in the dusty folios and antique tomes only a lover of the genuine old English can tell.

In point of thought, our English writers have certainly the highest claim to be named and studied as classics. As to style, though our English writings have not the Attic elegance or the harmony of the Latin, yet there is manly Saxon music in their flow which in the hands of our master poets, becomes melody indeed. In the hands of Addison and Milton, prose is not without its cadences, and the stately periods grow and swell in a harmony of structure which bears comparison. In particular departments, as the literature of science, the English is peculiarly rich. In the marvellousness of its facts and the astounding deductions drawn from them, in vivid description and startling theory, it stands a new department and rich in great names. Hugh Miller and his compeers are its creators. The literature of what Tennyson finely calls the "supreme Caucasian mind" culminates in ours. We need not call up Shakspeare and other great names of which we all feel a just pride and join in the universal praise.

And yet how many read them? On how many tables do they lie unread throughout the year? We put the question to you, our courteous reader, how many of our standard writers have you read this past year or in your whole life? And further how many have you ever studied or re-read? At college and university men spend years of their most valuable days in the study of the ancient classics.

The benefits derived from them are very marked and no one who pretends to be well educated has omitted this study.

But the number of those who are not able, from a diversity of reasons, to study the ancient languages is very great. All can study our English Classics without difficulty, and space fails to enumerate the advantages to be derived. No one can read attentively our Irving's works without noting the great and beneficial influence of his study of the English authors. Every page of Lamb and of many others reveals the depth of their love for them and bears living witness of the fruit of that loving admiration. We hope that many of our teachers will give their thoughts to this matter and when tempted to read the last weekly or ephemeral novel of the day, will turn to our English Classics and drink from the fountain heads, English pure and undefiled. E. B. P.

THOMPSONVILLE.

Resident Editor's Department.

SYMPATHY.

THE influence of true sympathy is almost magical. It wonderfully lightens our burdens, alleviates our sorrows or augments our joys, to be assured that others whom we esteem have a fellow feeling with us. How it strengthens one to endure hardships and brave dangers to know that he is thought of, talked about and prayed for by those who feel an interest in him. It is true that the dangers and hardships may not be removed or diminished, but the heart will be nerved and the spirit buoyed up so that one will feel strong and courageous, thus making dangers and difficulties seem less by increasing the feeling of ability to meet them.

How much is added to the courage and energy of those who have gone to the battle field, by the consciousness they feel that their cause is a good one, and that amid all their privations and perils they are kindly and affectionately remembered by the dear friends whom they have left behind.

Let all feelings of sympathy be entirely removed and what a change would come over the entire spirit and energies.

But it is for teachers quite as much as any other class, perhaps more, that sympathy is needed. Laboring as they do alone, and often under the most discouraging circumstances, they need the cheering aid which sympathy imparts. They not only need the sympathy of the parents for whose children they labor, but they also need the sympathy of those engaged in the same work, the sympathy of their fellow teachers. One who is laboring in some remote district, almost isolated from the rest of the world, often feels a longing for some assurance of friendly feeling on the part of those engaged in a similar calling. For one to know that he is not toiling entirely uncared for and that his burdens and difficulties are only such as are common to others will do much to animate and strengthen one.

The following article, from one doing a good work in teaching, will find a ready response in many a heart, and at the same time give evidence that the occasional meetings of teachers for professional improvement often do much to cheer and quicken teachers in their noble work.

"A lone teacher, from her secluded country home started upon a journey, whose destination was to be with a gathering of fellow laborers, in a distant city. She must ride many a mile before that destination was reached, and with a weary, aching heart, she journeyed on. Dark shadows seemed hanging about her pathway. Reflections of the past and anticipations for the future were alike unsatisfying. Faith and Hope seemed to have taken their flight; though a faint glimmering of Hope was left that by attending this meeting with coworkers in the great cause which seemed her life-work, new light would dawn upon her bewildered mind. Many years she had toiled on, for her teacher life had commenced when she was scarcely fifteen; sometimes thrown among one class, sometimes another, few advantages for improvement had been hers. Success, in a certain degree, had attended her labors, yet unsatisfying to her; she longed for higher achievements, for nobler purpose and action, and yet

knew not how to attain it. Faith was wanting; a spirit of discouragement had stolen over her. The throne of Divine Majesty seemed some times veiled to her darkened mind, and vainly her spirit strove to pierce it.

Her destination reached, her eye wandered over the assembly to catch a glimpse of a familiar face. Vainly at first, but ere long the well known face and form of the worthy President of the Association met her eye, and again that of the beloved Superintendent; except these, all were strangers. But soon she became interested and no longer felt herself a stranger among so many kindred spirits, all earnest in their love for one great object. The past was forgotten. With eager interest she listened, and as one after another of Connecticut's noble sons, aye, and those from neighboring states, also, arose and spoke, in words burning with eloquence and fervor, of this mighty work, its duties, trials, and rewards, her thirsty spirit drank in all. Thankfully, tearfully, prayerfully, then, did her heart arise to God, and with a strong determination did she resolve to act well *her* part in this great work. She looked around upon the many teachers there, and the thought arose, "Why may not I work with as much zeal and earnestness as others? Have I not equal powers of body and of mind with many who have witnessed glorious results from their labors? At all event I must *act*, be the results what they may. Though the scene of my labors during the coming winter is to be in an obscure country district, where few will know or appreciate, it may be, the labor or the spirit of the teacher, I will earnestly endeavor so to train and instruct those committed to my care, as at least, to gain the approval of God, and my own conscience."

Think you that was an idle resolution made upon the impulse of the moment? It was firmly adhered to. The new life and spirit which at that meeting seemed infused into her spirit went with her to the scene of her winter labors, and though beset, at first with discouragements of various natures and sometimes despairing of success, she ever "pressed onward," keeping firm her trust in Him who "doeth all things well," and finally had the satisfaction of seeing a marked

improvement and a steady increasing progress on the part of her pupils.

And now, would that I could extend a friendly grasp of the hand, and an encouraging word to every teacher who is thus laboring on, *alone*, amid discouragements and trials in an obscure country district. They *need* sympathy, if not more, yet quite as much as those who occupy permanent situations in our graded schools, for they have less of the sympathy and encouragement of fellow teachers. Theirs is an important work, for the day has not yet arrived when all schools can be graded, and meanwhile some must toil on in these humbler stations. Then, fellow teachers, forget not the country district school teachers, who, though obscure have warm, earnest hearts, and want your remembrance, your sympathy, and your prayers. M. E. H.

STORY FOR YOUTH.

A RESOLUTE WILL.

HENRY BURGETT was not quite twelve years of age when his father died; and fast as his tears fell, when he knew his papa would be with him no more, he wept, if possible, more violently, when his mother told him they must leave the pretty cottage, the only home they had ever known, and that hereafter he was to live with farmer Howard.

"We are poor, Henry," she said "very poor, and as young as you are, my boy, you must now earn your own support. But keep up a stout heart: and you can do it. Fie on those tears!" and she turned hastily that he might not perceive the grief that was piercing her own soul.

Farmer Howard was a hard master, and a sorry time had poor Henry during the long summer days that succeeded this interview with his mother. It was work, work, with no relaxation, from the earliest dawn until the twilight had quite faded. Often did his courage fail, and despondency and indolence urge him to stop, but a stern necessity was on

him; he must do or starve; and hence he kept at it wearily enough, to be sure, until the last apple was in the cellar, the last ear of corn in the crib, and all things secured against the winter, with the most pains-taking thoughtfulness.

The winter, tardy as its approach appeared to Henry, came at last, with its three months' privilege of school, and its glorious long evenings that he might spend as he chose, with no spectres of huge heaps of corn to husk, or vast fields of potatoes to dig, looming up in the distance. How well these hours of study were improved, or how highly prized, the bright light which the blazing pine splinter shed from the attic window, until long past the hour of twelve, might tell. (A pine splinter, because the mistress was a careful soul, and saved the candle-ends to light Henry to bed. He advanced with surprising rapidity, and what wonder. Ardent, persevering effort was never unsuccessful. When the spring came, he was quite master of the Latin grammar, and was beginning to read in this language with some degree of ease. The summer, with its wearisome round of duties, could not damp his desire for knowledge. Every spare moment was carefully seized and sedulously employed in his favorite study.

The winter came again, and with a gleeful heart Henry bounded away to the village school. On the way a class-mate overtook him; one who had often jeered him for his bashfulness, and plain homespun attire, and who, with every advantage, had uninterruptedly pursued his studies.

"Ha, ha, how are you, Hal.?" said he, "don't you wish you could read all that?" triumphantly holding up a Latin Reader, and spreading his palm complacently over the open page. Henry kept his own counsel, and proceeded toward the school-house.

Soon after the opening of the morning exercises, the class in Latin was called to the recitation bench. "Henry" said the master, "I think you will not be able to go on with the class you were in last winter; you must fall back with the beginners." "I should like to enter the Virgil class, sir." "Virgil class! Nonsense, boy, you could not read one word.

Just let me see now," opening the book and placing it in his hand. "How far shall I read?" "As far as you can," replied the master with a sharp twinkle in his gray eyes, and an involuntary sarcastic smile. Henry commenced unhesitatingly to read, and had turned the first, second, and third, leaves before the master had sufficiently recovered from his surprise to arrest him. "Stop, sir! Where did you learn all this?" Henry told him where. Taking him by the arm, the master led him to the center of the room, and placing his hand upon his head, said:

"Attention, boys; here is a hero; a greater conqueror than was Caesar or Napoleon. Give him a round; three times three, now!"

Cheerily, heartily, rang out that applause, penetrating the farthest recesses of that time-worn building, making the windows fairly shake again. What a proud day was that for Henry? How his heart leaped and almost bounded out of his bosom—how the girls nodded and blinked their pretty eyes at him; he has not yet forgotten, and although at the present time the laurels of a country's regad are clustering thick about his brow, he often says, "That was the victory of my life. It was at Farmer Howard's I learned to labor unflinchingly for a given end."

Children, this is no fancy sketch. Such a lad as I have described really existed, and from his example may we not learn to plant for ourselves elevated standards, and never give up, until we have mastered every obstacle, and reached our aim?

It is not always lessons to be learned, or woodpiles to be demolished or rebuilt. There are bad hearts to govern, vicious inclinations to restrain, selfish dispositions to be overcome; many, many wrongs to be righted. There is room for many a life-long labor in our own hearts. Up, then, my young friends, with a strong purpose of life. Shrink not at the sight of difficulty. Remember that "where there's a will there's a way" and that perseverance is a sure guaranty of success.—*Selected.*

TRUANCY AND NON-ATTENDANCE.

THE following article, furnished for our columns by the author, was designed primarily for the latitude of Massachusetts, but is scarcely less applicable to the condition of Connecticut.—ED.

The extent of truancy and non-attendance is one of the saddest facts still connected with our Public Schools. This great evil calls loudly for remedy; the public mind should be awakened to a just view of its dangerous tendency and deadly influence. While in some towns the laws in reference to truants and absentees from school are faithfully executed, and with the happiest results, these laws are, we fear, very commonly overlooked or disregarded. The attention of teachers and school-committees should be called to the provisions of the law and the importance of the subject.

The General Statutes require that every child shall receive as much education as may be given between the ages of eight and fourteen years, by his attendance upon a Public School, twelve weeks each year, and make it the imperative duty of truant officers and *school committees* to secure the enforcement of the law. "Committees are not," says ex-Governor Boutwell, "to wait for information to be given to them of neglect of duty by parents and guardians, but they should *discover* and *inquire into* all such cases, and pursue the delinquents according to the requirements of law. In no other way can we save portions of society from the 'barbarism' which our ancestors would not suffer;" for our present law is but a reproduction of an act of the General Court in 1642, by which the selectmen of every town were instructed to "have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them to read the English tongue and [obtain a] knowledge of the capital laws."

There is a large number of children in this Commonwealth who either are not connected with our schools at all, or whose

attendance is very irregular. The ratio of the mean average attendance to the whole number of children between five and fifteen, is 74-100, (.74,) less than three-fourths of the whole number of children returned. It is true, the attendance has been gradually improving for some years, but, after making due allowance for Private Schools, a sad deficiency remains, and still greater progress is demanded. School committees can render no more important service to the public than by combining their own efforts, and enlisting the co-operation of their several constituents, to repress this fruitful "form of incipient crime." Besides its tendencies to sow the seeds of juvenile vice and crime, this imperfect attendance greatly lessens the advantages which our schools would otherwise confer on the community, while it does not at all lessen their cost. In the case of irregular attendance, the loss in improvement and instruction is clearly much greater in proportion than the loss of time.

The evil is obvious and serious, and the practical question is, What is the remedy, and how shall it be applied? An important end will be gained by disseminating the facts in the case, and awakening popular interest.

There are three classes of parents who keep their children from school; those who do not sufficiently appreciate the advantages of education to send their children to school, and, in such families, the opportunities of home education are the most meager. Those who are unable, or who seem to think they are too poor, to clothe their children decently.

There is also a considerable number, especially among our foreign population, who keep their children at home to work, particularly at closing shoes, braiding straw, or kindred employments, to which they are in some cases set, from a very early age. It has been to us often a painful duty to find little children of eight, seven, and even six years of age, kept out of school to support their parents in idleness and intemperance. We are sorry to be compelled to say that there are others so greedy of gain that they needlessly confine their children at work as soon as they can earn the smallest wages. The chief aim seems to be, to get as much out of

them as possible, although in respect to education and moral culture, they are totally neglected. Were it not attested by facts, it would seem incredible that any parents would be willing to impoverish their children's minds for the sake of enriching their purses. We by no means disparage or undervalue labor. Every child, rich or poor, should learn to work in some useful calling. His mental discipline is incomplete until he has acquired that common-sense drill, that habit of adapting means to ends, which is best secured by tasking and testing his skill in labor. With the first class of parents, and, indeed, with all, very much may be done by personal influence and persuasion. Let the teachers and committees visit them, urge upon their consideration the great importance of education to their children, turn their attention to the privileges furnished them in the Public Schools, and, by every persuasive, encourage them to avail themselves of these advantages, and the effect in most cases, we are confident, would be successful. On this subject, we do not merely theorize. We have often tried the experiment, and with the most happy results, and we can point to not a few instances of youth thus rescued from the contagion of the "street school," who are now regular attendants and diligent, orderly pupils in Public Schools, or useful and virtuous citizens; and how amply have those humble services been compensated as we have heard their words of thankful acknowledgment, or seen the tears of grateful joy more eloquently bespeak their cherished remembrance of timely aid and friendly counsel. Teachers have rare opportunities of reclaiming erring youth, and thus winning their lasting gratitude. They can accomplish much in this direction by frequent and friendly conferences with parents. Indeed, there are not a few teachers who, in their untiring devotion to their work, evince a genuine missionary spirit, and who, in addition to the duties of the school-room, "go about doing good" to the needy and neglected youth within their reach, who regularly and personally report to parents every instance of truancy, or serious delinquency, inquire into causes of absence, visit pupils in sickness, and by various proofs of

sympathy and interest, win the confidence and cordial co-operation of parents, even of those hitherto supposed to be indifferent or captious.

But a work of so much importance should not be left to be done at random, by occasional volunteers. The law assigns this work to the School Committee in towns where no special truant officers are appointed, and makes it their imperative duty to see that it is faithfully performed throughout the limits of the town. In this humble, but most important work, they will need and have a right to ask and expect public sympathy and co-operation. If there be any children really destitute of comfortable clothing, and their parents are too poor to provide for them, their case should enlist the sympathies of the benevolent, and we believe, if the School Committee, or other suitable persons, would seek out such cases, and report them, such wants might be easily supplied by individual charities. In some towns within our knowledge, this has been often done. This is very commonly done every year to enable the children of destitute parents to attend Sabbath Schools. While we entertain the highest estimate of the usefulness of Sabbath Schools, and would be the last to disparage them, we believe the Public School is equally if not more important. The pupils are here brought, for a longer time, under salutary influence. To a large number of our children the Common School furnishes the only means of moral as well as intellectual culture.

While kindness and moral suasion should be the main reliance in all efforts to promote the welfare of truants and absentees from school, it will be found of essential service to the school committee to have some authority, some law, with suitable sanctions, to fall back upon. In those cases where parents, without good reason, deprive their children of the advantages of education, some coercion like that contemplated in the general statutes, may properly be employed, while, at the same time, compulsion should be used with great caution, and only as a last resort in those comparatively rare and extreme cases where all other means have failed. Wise

and useful as are the provisions of the statutes on this subject, we fully believe that individual efforts may effect, and ought to effect, far more than any and all laws and penalties can do, while the existence of such a law, when sanctioned and sustained by a public sentiment, alive to the importance of the subject, will add weight and authority to personal persuasions.—*Rev. B. G. Northrop.*

OBJECT LESSONS.

IN these lessons, the parts, qualities and uses of objects are taught. The children are led to discover the qualities which fit them for their particular uses. It is recommended that, "In commencing a course of lessons on objects, the first substance chosen should be one in which some quality exists in a striking degree; the cause, it may be, of its usefulness, as in glass, transparency, or in sugar, sweetness. Care should be taken, in the course of a few days, to present a different object in which the same quality is obvious, that the abstract idea may be formed. In this way a series of objects should be brought before the children, for the purpose of making them acquainted with all the several qualities cognizable by their external senses." For the purpose of giving a clearer idea of the way in which these lessons are given, we insert a model lesson as taken from one of the books used.

WATER.

"What is in this cup? Water. (Teacher pours a little on a piece of paper or linen.) What has the water done to the paper? Made it wet. Now watch me. (Teacher pours it out in drops.) Does it hold together now that I pour it out by little and little? No. It forms into drops. Tell me then how the water is unlike the flint? The flint does not make the paper wet. It does not form into drops. Whatever you can pour out and make into drops is called liquid. What can you say of water? Water is a liquid. Tell me some other liquids? Beer, milk, &c. Now look into the cup of water—what do you see? There is a little mark at the bottom of the cup. (Teacher shows them another cup with a similar mark at the bottom.) There is another cup with the same mark at the bottom—look at it —(pours in a little milk)—look at the mark again. We can not see it.

Why not? You have poured some milk over it. But here is some water over the mark in this cup, and yet you see it—how is this? We can see through the water. What can you say of water? We can see through water. Find some other thing in the room that you can see through. The glass. Look at the water again, and find out something more you can say of it. It shines. Yes, it is bright. All of you repeat—water is *bright*. What can you say of the water? Look at these colors, (showing a red wafer, green leaf, &c.,) which color is it like? Not any. Teacher—what then must we say of it? Water has no color. (Teacher calls upon some of the children to taste the water.) What do you observe? It is cold.

What taste do you find? You can not tell me. Is there any taste in it? No. What then can you say of it? It has no taste. Repeat together—water has no taste. What use have you made of water to-day? We washed ourselves with water. What quality have you found in water that makes it useful for washing? It is a liquid. Beer is a liquid; why do you not wash in beer? We should smell of the beer. Then you prefer washing in water because it has no smell. What other objection is there to washing in beer? It would not make us clean; it would leave a brown stain. Why then is water a good liquid to use in washing? Because it has no smell nor color, and it cleanses from dirt. When are you glad to have some water? When we are thirsty. Tell me then another use of water. To drink. Water is of great use to every one; tell me some liquid that we can not do without? Water. Which can we easily get? Water. Yes, as every one needs water, God has kindly supplied every country with it. I think this will be enough for our lesson to-day. Repeat together what you have found out about water. Water is a *liquid*; we can see *through it*; it is *bright*; it has no *color*; nor any *taste*, nor any *smell*; it is *cold*. It is used for *washing* and for *drinking*; and because water is necessary to man, God has given every country an abundant supply of it.”—*Oswego Report*.

THE STAR SPANGLED BANNER.

THIS national song was composed by F. S. Key, Esq., a young lawyer of Baltimore. In 1814 the British, flushed with the capture of Washington City, resolved to attack Baltimore. While their fleet was at the mouth of the Patapsco, Mr. Key was sent in a vessel with a flag of truce to obtain the release of some prisoners the English had taken in their expedition against Washington. He did not succeed, but was told that he would be detained till after the attack had been made on Baltimore. Accordingly he went in his own vessel, strongly guarded, with the British fleet as it sailed up the Patapsco, and when he came in sight of Fort McHenry, a short distance below the city, he could see the American flag flying on the ramparts. As the day closed in, the bombardment of the fort commenced, and Mr. Key remained on deck all night, watching with deep anxiety every shell that was fired. While the bombardment continued, it was sufficient proof that the Fort had not been surrendered. It suddenly ceased some time before day, but as he had no communication with any of the enemy's ships, he did not know whether the Fort had surrendered or the attack upon it been abandoned. He paced the deck the rest of the night in painful suspense, watching with intense anxiety for the return of day. At length the light came, and he saw that "our flag was still there," and soon he was informed that the attack had failed. In the fervor of the moment, Mr. Key took an old letter from his pocket, and on its back wrote the most of this celebrated song, finishing it before he reached Baltimore. He showed it to his friend, Judge Nicholson, who was so pleased with it that he placed it at once in the hands of the printer, and in an hour after it was all over the city, and hailed with enthusiasm, and took its place at once as a national song.—*Iowa Journal.*

Oh! say can you see by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming;

Whose broad stripes and bright stars through the perilous fight,

O'er the ramparts we hailed were so gallantly streaming?

And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there?

Oh! say does that star-spangled banner still wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes;
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Tis the star-spangled banner, O! long may it wave
O'er the land of the free and the home of the brave.

And where is the band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave,
From the terror of flight or the gloom of the grave;
And the star-spangled banner in triumph shall wave,
O'er the land of the free and the home of the brave.

Oh thus be it ever when freemen shall stand
Between their loved homes and war's desolation;
Blessed with victory and peace may this heaven-rescued land
Praise the power that hath made and preserved us a nation;
Then conquer we must, when our cause it is just,
And this be our motto—"In God is our trust!"
And the Star-Spangled Banner in triumph shall wave,
O'er the land of the free and the home of the brave!

Some one has well said, "The real object of education is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy; occupations that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful, and death less terrible." Let this not be forgotten, but let it be your daily aim and effort to impress upon the minds of your pupils a true appreciation of the object of life. Teach them by precept and by example how to live, so that they may wisely act their parts in this life, and by a timely and faithful performance of present duties, be constantly and surely ripening for a higher and nobler existence when time shall be no more.

OFFICIAL DEPARTMENT.

TO SCHOOL VISITORS,—

The acts relating to Education, which were passed by the last General Assembly, are herewith published. Remarks upon the same must be deferred for a future number of the Journal. As a portion of these acts relate to the annual meetings of districts, it is desirable that they be widely circulated as early as possible.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, July 20th, 1861.

CHAPTER VIII.

An Act in addition to "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened :

That nothing contained in Chapter LXII of the Public Acts passed, May Session, A. D. 1860, shall be construed to prohibit the making out of any rate bill, or assessment for tuition, authorized by any school district, or of the delivering of the same to the district collector for collection, at any time previous to the last week of the term.

Approved, May 23d, 1861.

CHAPTER XXXI.

An Act in addition to and alteration of "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened :

That whenever any town in this state shall have formerly embraced within its limits more than one school society, the board of school visitors of such town may, if they choose, appoint a sub-committee of one of their number, to visit the schools of such part of the town as are embraced in the limits of a former school society, in which case such sub-committee shall be called acting school visitors.

Approved, June 19th, 1861.

CHAPTER XLVIII.

An Act in addition to and in alteration of "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened :

SEC. 1. Every school district shall hold an annual meeting on such day in the months of August or September in each year, as the committee or clerk of the district, in the notice thereof, may designate, for the choice of officers and for the transaction of any other business relating to schools in said district; and shall also hold a special meeting, whenever the same shall be duly called; and the district committee may call a special meeting whenever such committee shall think necessary or proper, and shall call a special meeting on the written request of five residents therein qualified to vote; which request shall state the object of calling the same.

SEC. 2. That section eighth of chapter third of "An Act in addition to, and in alteration of, An Act concerning Education," passed May session, 1856, is hereby repealed.

Approved, July 2d, 1861.

CHAPTER LIII.

An Act in addition to and in alteration of "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened :

SEC. 1. That the whole amount of money raised by the towns of this state, in accordance with the requirements of chapter thirty-first of the Public Acts of 1860, and all the interest or income arising from moneys known as the town deposit fund, shall annually, on or before the fourth day of March, be distributed to the several school districts, and parts of school districts, within the limits of each town, under the direction of the selectmen and school visitors: *provided*, that whenever the public money derived from the school fund will not amount, according to the rule of distribution, to thirty-five dollars, for a district in any one year, it shall be the duty of the selectmen and school visitors to appropriate from said funds a sum sufficient to make the amount equal to thirty-five dollars.

SEC. 2. The committee of any school district formed from parts of two or more towns shall, in their return of the names of the persons between four and sixteen years of age to the school visitors of the town to which such district belongs, specify the towns to which each person thus enumerated belongs, and shall, under oath, make return to the school visitors in any other town which may compose a part of such district, the names of those persons thus enumerated, whose legal residence shall be within the limits of said town, and who, for school purposes, are to be considered as belonging to said district.

SEC. 3. So much of An Act concerning Education, chap. 4, sect. 9, passed 1856, chap. 84 of Public Acts of 1855, and chap. 31 of Public Acts of 1860, as are inconsistent with the provisions of this Act, are hereby repealed.

Approved, July 3d, 1861.

CHAPTER LIV.

An Act in addition to "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened :

SEC. 1. That in all cases where any school district or districts in this state, shall have neglected to elect by ballot at their annual meeting, a committee, clerk, treasurer or collector, for such school district or districts, in conformity with the provisions of the 15th section of the third chapter of the act passed, May Session, 1856, entitled, "An Act in addition to and in alteration of An Act concerning Education," the proceedings of such districts in electing such officers in a mode different from that prescribed in said act, and the official acts of all such officers, shall be, and the same are hereby confirmed, and made valid to all intents and purposes.

SEC. 2. That whenever in any school district in this state, a tax shall have been heretofore laid, and the district committee have, in case of real estate lying partly within, and partly without said district, put a separate value on that portion of real estate lying in said district, for the purpose of laying said tax, the laying of said tax shall be considered legal, and is hereby validated and confirmed: *provided*, all other acts and proceedings in regard to said tax, shall have been conformable to law.

SEC. 3. This act shall not affect any suit now pending.

Approved, July 3d, 1861.

CHAPTER LVI.

An Act amending an Act, entitled "An Act in addition to and in alteration of an Act concerning Education," passed May Session, 1856.

Be it enacted by the Senate and House of Representatives in General Assembly convened :

SEC. 1. That whenever any town shall maintain any school of a higher grade for the older and more advanced children of either sex, the board of school visitors of such town shall prescribe rules and regulations for the admission of scholars

into such school, and for the studies, books and classification of the same and shall examine all candidates for teachers in such school, and shall give to those persons with whose moral character and literary attainments and ability to teach they are satisfied, a certificate setting forth the branches he or she is found capable of teaching, and shall visit such school at least twice during each season for schooling, and may annul the certificate of any teacher in the manner and for the causes provided in the second section, chapter fifth, of the act to which this is an amendment.

SEC. 2. Such town may at its annual election or at any meeting specially warned for that purpose choose by ballot a committee of not more than five residents of the town, who shall have all the powers and discharge all the duties in relation to such school as are by law imposed upon district committees in relation to district schools.

SEC. 3. Whenever any town shall fail to elect a committee as provided in the second section, the board of school visitors of such town shall appoint a committee who shall have the powers and discharge the duties provided in the second section.

SEC. 4. So much of the fifth chapter of the act to which this is an amendment, as conflicts with the spirit and meaning of this act, is annulled in its application to schools of a higher grade.

Approved, July 3d, 1861.

NORMAL SCHOOL.

THE exercises connected with the twelfth anniversary of this institution took place on the 14th, 15th, 16th, and 17th ult. On the evening of the 14th, the annual sermon before the graduating class was preached by the Rev. E. P. Pond of New Britain. His subject was "The True Life" as exhibited in the life and character of our Saviour, as deduced from John 4th, 34th. It was a well written, earnest and faithful discourse and highly appropriate to the occasion. On the evening of the 15th, the Hon. David N. Camp, State Superintendent of schools, and Principal of the Normal School, gave the annual address to the graduating class. He dwelt forcibly and faithfully upon the nature of the teacher's work, the faculties to be developed, the appliances to be used, and the discipline to be exercised. The importance of primary instruction and some of the prevalent errors in our elementary teaching were portrayed with marked ability and fidelity, while his earnest and kindly appeal and counsel to the members of the class were well calculated to impress them with a sense of the magnitude of their work and to inspire them with confidence and zeal in its performance.

On Tuesday evening an oration and poem were given be-

fore the Barnard and Gallaudet Societies. The former was by Calvin Pease, D. D. of Vermont, who gave an interesting and well written address on the "Aspirations of Youth." The poem was given by Rev. Mr. Stutson of Greenfield, Mass., on "The Blessings of Poverty." It was very racy, abounding in wit and good hits well made. On Wednesday A. M. the annual address before the alumni was given by Mr. Allen McLean, of Simsbury. It was a well written and sensible performance and delivered in a clear tone and with good effect.

On the afternoon of Wednesday, the 17th, the Center Church was well filled by those who were interested to hear the exercises of the graduating class which took place as follows:

Introductory Prayer, by Rev. Mr. Perrin.

Greeting Chorus.

From "St. Cecilia's Day."

Come forward then, eagerly, Jubilant, strong,
And join in our holiday chorus of song.
Let hearts bounding lightly with pleasure to-day,
Gain strength for the labors that lie in their way,
And hence to do battle for Right and for Truth,
Go forth in the consecrate freshness of Youth.

Finale.

Come forward with pleasure, with garlands advance.

Practical Education.

Wm. H. Dyer, Canton.

The Gateways of Life.

Frances A. Hibbard, New Britain.

No Man lives for himself alone. Eliza K. Richards, Newington.

Relative Importance of Knowledge and Character.

* Laura G. Lovell, American Union, N. Y.

Chorus ;

Youth and Beauty.

Nobility of Teaching.

Horace W. Hubbard, Cromwell.

Value and Results of Habits of Accurate Observation.

Adeline C. Hayes, Granby.

Common Uses of Art.

M. Genevra Wright, New Haven.

Love of Literature.

Elias F. Sanford, Newtown.

Responsive Chorus.

Verdi.

Cho.—Listen, the voice of fair truth now inciteth,
The high powers of mind to exalted employment.

Humble in station, and high, she inviteth,
Foretelling rewards of surpassing enjoyment,

Quart.—Go at her bidding, pleasure foregoing,
Choir, repeat } Roam thro' her "boundless fields,"
with School. } Were purest streams are flowing—

Cho.—Go, reap bright sheaves and cull fair flowers,
Quart.—Go, drink from fountains of sweet refreshing,
Cho.—Go, rest in classic bowers.

Listen, from war fields where justice is breasting
Vile error and wrong—earnest summons is pealing,
Go and do battle, stern dangers contesting,
With hearts few in number, but fearless in feeling,
Go where the weak faint, strong ones oppressing,
Go where the proud grow rich,
The Widow's bread possessing,
Gird on thy sword for holy Right,
She, yet excelling, shall shine triumphant,
And shed o'er Earth her light.

Hark! now the voice of deception prevaileth,
The beautiful music of Truth oft confusing—
See, now the strength of the noble ones faileth,
Oh, are not the upright their battle ground losing?
Haste thee, then onward, valiant and fearless—
Bear thou the torch of Truth,
An angel to the cheerless,—
Fail not! the toil and pain endure,
The prize of Victors for Truth and Justice,
On high, is fadeless—sure.

Government and Education.	Martin V. B. Glover, Newtown.
Esthetic Culture.	Augusta L. Curtiss, West Meriden.
The End Crowns All.	Abigail Hubbard, Berlin.
Necessity of Private Study to the Teacher, with the Valedictory.	Edwin B. Paddock, Cromwell.

Solo and chorus;

Crowned with the Tempest.

"Hernani."

Verdi.

Solo.

Crowned with the tempest, robed in the forest,
Monarch of mountains, thro' air thou soarest,
Piercing the azure and kissed by the sunbeams,
Storms are thy pleasure, proud mount of clouds!

Quartette and Chorus.

We join in thy thunders and storm bringing clouds!
 Grandly thou rearest thyself to heaven!
 Storm clouds thou wearest where firmly and darkly thou standest,
 Storm clouds thou bearest, enthroned on thy brow,
 'Tis joy to list to the trump of the night wind,
 Loud where it peals for the march of the storm!
 Wild though it sweep o'er thy hoary form.

Presentation of Diplomas, by Hon. Francis Gillette.

Parting Hymn.

Words and Music written for the occasion.

So joyous the days we have passed here together,
 That thought of our leaving brings tears to the eye;
 But ties that have bound us so long we must sever,
 For all that remains is the parting—Good-bye.

Farewell, then, to secure and to friends that surround us,
 Farewell to the homes that have welcomed us here,
 Farewell to the care which so safely has kept us,
 To Teachers whose names we shall ever hold dear.

'Tis Duty that beckons—Life's work before us,
 And firmly we'll march through the heat of the day,
 Still trusting in God and the Flag that floats o'er us,
 Still cheering each other along the rough way.

The Farewell thus uttered shall not be forever;
 The circle now broken united may be;
 For "our rest is above,"* where partings are never,
 In mansions of peace by the love lighted sea.

Benediction.

GRADUATES.

LADIES.

AUGUSTA L. CURTISS,	-	-	-	-	West Meriden.
ADELINE C. HAYES,	-	-	-	-	Granby.
FRANCES A. HIBBARD,	-	-	-	-	New Britain.
ABIGAIL HUBBARD,	-	-	-	-	Berlin.
LAURA G. LOVELL,	-	-	-	-	Amenia, N. Y.
ELIZA K. RICHARDS,	-	-	-	-	Newington.
M. GENEVRA WRIGHT,	-	-	-	-	New Haven.

*The motto of the class.

GENTLEMEN.

WM. H. DYER,	-	-	-	-	-	<i>Adnton.</i>
HORACE W. HUBBARD,	-	-	-	-	-	<i>Cromwell.</i>
MARTIN V. B. GLOVER,	-	-	-	-	-	<i>Newtown.</i>
EDWIN B. PADDOCK,	-	-	-	-	-	<i>Cromwell.</i>
ELIAS F. SANFORD,	-	-	-	-	-	<i>Newtown.</i>

We have not space to speak of individual exercises. While, as usual on such occasions, some pieces were better written and better spoken than others, we feel that we may safely say that all did *well*, and that both the examination and the anniversary exercises were such as to reflect great credit on all concerned. We would not forget the music, under the charge of Prof. Huntington, which was, by all, pronounced as of the highest order of excellence. Though the number in the graduating class was not so large as on some previous years we feel that all will prove efficient laborers in the great work of education and we wish them the highest success.

POSTPONEMENT OF THE MEETING OF THE NATIONAL TEACHERS' ASSOCIATION.

At the last annual meeting of the National Teachers' Association, held in August, 1860 at Buffalo, N. Y., Committees were appointed, of which the undersigned was made chairman, to make arrangements for the next annual meeting, to be held the second week of August, 1861, Chicago being recommended as the place of the meeting. Considerable progress had been made in preparation for the meeting when the attack on our National Flag roused the nation to arms; and it soon became apparent that a successful meeting could not be secured this year. The undersigned, therefore, with the advice and consent of the Committees of arrangement and of the members of the Board of Officers, ventures hereby to announce the postponement of the meeting till August, 1862.

JOHN D. PHILBRICK, *Pres. N. T. A.*

BOSTON, June 24, 1861.

MISCELLANEOUS.

NORWICH FREE ACADEMY. The anniversary exercises of this excellent Institution took place on the 26th July. The occasion was one of great interest and the several performances are said to have been of a high order. The number of graduates was sixteen. Charles Bill was the valedictorian, an honor conferred on a most deserving young man, as we well know. Such Bills will always pass current, often at a premium.

The Broadway School, under the charge of Mr. Allen, and the West Chelsea, under Mr. Bishop, both closed their summer terms in July and both were in a highly satisfactory condition. The citizens of Norwich may justly be proud of their schools.

HARTFORD. The schools in this city have closed for their summer vacation. They have been in a prosperous condition, having had good teachers and a faithful and efficient Acting Visitor. Our friend Curtis, so long the accomplished principal of the High School, and a teacher of superior merit, has opened a private school with good encouragement. He deserves success. He is succeeded in the High School by Mr Pratt, lately the popular principal of the Suffolk Seminary. We hear him well spoken of as a teacher.

In New Haven, New London, Bridgeport and others places, the schools have closed for the long vacation. The teachers have all worked laboriously and need the rest which is before them. We wish them a pleasant time.

The New Britain High and Model schools, under the efficient management of the popular principal, J. N. Bartlett Esq., closed with highly interesting exercises. The several departments of this school are in excellent condition.

C. F. DOWD. The many friends of this gentleman will be pleased to learn that he has a very flourishing seminary for young ladies at North Granville, N. Y. A recent visit to his school gave us very favorable impressions of it. The location, general management, and range and thoroughness of instruction combine to make it a most desirable school for young ladies who have occasion to go from home to receive an education.

NORMAL SCHOOL. The autumn term of this useful school will commence on Wednesday, September, 18th, and we would earnestly advise all who wish to increase their qualifications to teach to avail themselves of the advantages so liberally furnished by the State at

this institution. Those wishing to attend should make early application to Hon. DAVID N. CAMP, New Britain.

TEACHERS' INSTITUTES. Institutes will be held this season in Hartford, New Haven, New London, Litchfield, Windham and Tolland counties. That for Hartford county, will be held at Granby, and commence on the 23d of September. That for Litchfield county, will be held at Litchfield in October. The precise time and place for each of the Institutes will be given in our next.

STATE ASSOCIATION. The annual meeting of our state association will be held in October. The time and place will be given in our next.

AMERICAN INSTITUTE OF INSTRUCTION. We hope our readers will not forget the meeting of this excellent association which is to meet at Brattleboro, Vermont, on the 21st, 22d, and 23d inst. It is the oldest educational organization in the country, and it has been instrumental in accomplishing a vast amount for the good of the cause whose advancement it so early espoused. We presume that the usual reduction of fare will be made on the several Railroads, and that free accommodations will be extended to ladies during the session of the Institute, and when we add to this that Brattleboro is one of the most delightful of the many pleasant towns in Vermont, we feel confident that there will be a large gathering, notwithstanding the unfavorable state of the country.

A WORD TO OUR SUBSCRIBERS. Many of our subscribers have paid promptly and such have our sincere thanks. We have, however, on our list the names of about three hundred who are still in arrears for one or two years. This is a peculiarly hard year for the Journal as it fails to receive most of the income from advertisements. If our present subscribers will remember this and make a little effort to remit their subscription, if still due, and also endeavor to procure a few additional names, they will aid the Journal at a time when it most needs aid. It was established for the good of the profession and has, thus far, been sustained at quite a sacrifice. It is for the teachers of the State to say whether it shall be continued and improved. With the general coöperation and support of the 2000 teachers in our State it can be generously supported and greatly improved. Shall we have that coöperation and support? Reader, will you do what you can to secure the same? A little aid from each will accomplish much in the aggregate.

NOTICES OF BOOKS.

SCHOOL HISTORY OF ENGLAND. By A. B. B. BERARD, author of "School History of the United States." 12 mo. 456 pp. New York: A. S. Barnes & Burr.

To those who have used or read Berard's History of the United States, it will not be necessary to say a word in commendation of the volume before us. To others we say, if you wish for a well arranged and highly interesting History of England for school use, procure Berard's School History of England. It is well arranged and in style very interesting. We consider it as decidedly one of the very best works for school use, and we confidently commend it to teachers and school committees with the full assurance that it will meet their expectations. It is beautifully printed and substantially bound.

THE ATLANTIC MONTHLY for August fully sustains its previous reputation. The articles entitled "Where will the rebellion leave us?" and "Theodore Winthrop," are full of interest. So indeed are all the articles. For \$3 we will send the Atlantic and our own Journal for one year.

PETERSON'S LADIES' MAGAZINE and **GODEY'S LADIES' BOOK** are among the best periodicals of the kind,—full of matter interesting to the ladies. For \$2.25 we will send either of these Magazines and our own Journal for the year 1861.

HARPER'S NEW MONTHLY MAGAZINE is full of interesting and instructive matter. This Journal has been before the public nearly twelve years and still sustains an enviable reputation among the periodicals of the day. It is an excellent work, and for \$2.75 we will send it with our Journal to any person for 1861.

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